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ABSTRACT

Emphasizing the role of evaluation in program development, this publication describes the Mississippi Choctaw Bilingual Education Program (BECOM), its philosophy, goals, objectives, and proposed evaluation plan. Major components of this K-3 program are identified as: (1) Instruction; (2) Curriculum and Materials Development; (3) Management; (4) Staff Development; and (5) Parent-Community Involvement. Areas of research and evaluation are identified as: (1) English as a Second Language; (2) Survey of Existing Educational Conditions; and (3) Overall Program Evaluation. Identifying self-concept, academic achievement, language dominance, and oral English proficiency as variables to be measured, the research/evaluation design is described as one that will: (1) determine the setting in which bilingual education occurs; (2) describe the program participants; (3) determine the progress of each program component; (4) determine the effectiveness of each component in causing bilingual education to occur; (5) determine the accomplishments of the participants and the entire program. Also presented is a timeline chart which describes: (1) the research question; (2) the data source or population; (3) instrument or method; (4) interval and number of measures; (5) time of measure; (6) person responsible; and (7) method of analysis. (JC)

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RESEARCH AND EVALUATION DESIGN

FOR THE

CHOCTAW BILINGUAL EDUCATION PROGRAM

1975-76

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Bilingual Education

for Choctaws of Mississippi

Research and Evaluation Design
for the
Choctaw Bilingual Education Program

1975-76

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Introduction

The Choctaw Bilingual Education Program (BECOM) is in its second year of operation. The first year was primarily devoted to the development of instructional and program models; acquisition and pre-service training of staff; and the development of communication channels between the Choctaw Bilingual Education Program and the BIA-operated schools in which the program operates. During the first year, evaluation was accomplished through the Center for Applied Linguistics. The evaluation provided for the determination of management priorities and delineation of program objectives. From such planning and evaluation, it was determined that the Choctaw Bilingual Education Program must have its own evaluation component and develop an evaluation design which meets the needs of the local program. This design is the first step in the development of such an evaluation design.

In general, changes in program activities and priorities, instructional methods, teaching procedures, curriculum, and classroom management have taken place after trial-and-error and after some experience in the local program. Like most bilingual programs, this program is still exploring alternative courses of action to improve its services and the results of systematic evaluation efforts will provide general guidelines for positive program changes.

Other bilingual programs have documented positive achievment in student attitudes and student academic progress. Nevertheless, areas for improvement in program planning, and development are continuously being investigated. In order to determine the correct avenue for such improvement, this design will be multivariate and involve a summative evaluation. Additionally, this design will begin to develop a formative or diagnostic evaluation design for the entire Choctaw Bilingual Program.

The particular characteristics of an evaluation design are related to, and in some sense dictated by, the specific goals and objectives of the program. The evaluation design for 1975-76 considers the stated goals of the Choctaw Bilingual Education Program's proposal, and follows established Title VII guidelines. This evaluation design recognizes the multiplicity of the goals of the Choctaw Bilingual Program and its relationship to the BIA-operated schools.

This design takes into account the fact that certain goals are measurable over a short time span and that others are long range. The latter requires longitudinal study. This design then attempts to avoid the common pitfalls that characterize many evaluation efforts. These pitfalls include: undertaking product evaluation when the program is in early developmental stages; assessment of the accomplishments of program goals without the delineation of detailed performance objectives and attempting to assess long range goals by examining short range developments.

Research has shown that evaluation must be more than simply testing, grading and classifying for treatment, certain students. Evaluation must make a positive contribution to the development of the program and thereby contribute to the improvement of learning and teaching.

The purposes of the Choctaw Bilingual Education evaluation program are :

1. to systematically collect information to determine whether certain changes are taking place in students;
2. to assess student progress in order to provide BECOM staff with the necessary information for the prescription of alternatives which might be needed for learning development;
3. to assess the degree of discrepancy between program objectives and program performance;

4. to evaluate the development of the products of the program, the process or activities leading to the products, and conditions needed to sustain the educational service;
5. to acquire evidence that will lead to improved learning and teaching;
6. to determine the most efficient evaluation methods and instruments that will provide the necessary input for program development;
7. to perform all evaluation tasks detailed in the evaluation design of this document.

Bilingual Education for Choctaws of Mississippi

The Mississippi Band of Choctaw Indians is composed of approximately 3,700 Choctaws located on or near seven small reservation communities in East Central Mississippi. Members of this tribe are the descendents of those Choctaws who refused to leave their homeland when the majority of the Choctaws were moved west of the Mississippi River during the 1830's, 1840's, 1850's and 1903. Despite a somtimes unfriendly macro-society, this tribe of Indians has retained its ethnic identity (well over 90 percent are classed as "full-bloods") and native language (roughly 95 percent of the people speak Choctaw in their homes) in the past by purposely not assimilating to any noticeable extent with the other races surrounding them. Throughout most of their recent history, they have lived as an isolated, poverty striken, rural minority in an area where the dominant population is composed of "Blacks" and "Whites". Out of a total of 912 families in 1971, 772 families received public assistance from either the State or from the Bureau of Indian Affairs.

There are roughly seven dialects of Choctaw spoken in the seven communities today. These are (1) Pearl River, (2) Tucker, (3) Standing Pine, (4) Red Water, (5) Bogue Chitto, (6) Bogue Homa and (7) the Conehatta community. There are also dialectical variations between the Oklahoma Choctaws and the Mississippi Choctaws. However, a native speaker of the language does not have insurmountable problems with the dialects. There is also very little printed material in the Choctaw language; thus, approximately 98 percent of these people are illiterate in their own language.

The Choctaw language has had a written form for over 150 years. The school system developed by the missionaries and supported by the Choctaw Nation before the first removals of the Nineteenth Century used textbooks printed in English and Choctaw. The

"public" system begun in neighborhood churches in the 1890's also utilized a bilingual approach. Unfortunately, this practice did not continue when the Bureau of Indian Affairs initiated the present system.

The present system operates elementary "neighborhood" schools in five of the seven reservation communities and a K-12 school in another. The remaining community, Bogue Homa, is the smallest and most distant community and sends its children to a public school. This B.I.A. system has an enrollment of over 1,250 students and employs approximately 65 classroom teachers. Only ten of these teachers are Mississippi Choctaws and they are the only teachers who can speak the native language of the students. The present system was set up in 1920 but a high school was not established until 1964. Prior to that time, very few Choctaws completed high school due to social (segregated Mississippi society) and economic reasons.

Almost all Choctaw children are fluent speakers of Choctaw when they enter school; the remainder, for the most part, can comprehend Choctaw. Choctaw adults use Choctaw in almost all community circumstances among themselves. The same is true for children, teen-agers, and young adults. Most children speak little or no English when they enter school. Those who do not speak Choctaw upon entrance into the Choctaw school system tend to succumb rapidly to peer pressures and acquire Choctaw, usually at great expense to their English. Thus, Choctaw can be considered to be the native language of the children, whether directly, by acquisition in the home, or indirectly, by acquisition in the school environment.

Prior to the Choctaw Bilingual Education Program, there were only minimal programs for the (non-English-speaking) Choctaw in the native language. These involved primarily adult education courses and, in some cases, Head Start instruction. The

school classrooms were English in orientation utilizing Aides in the translation model.

The Choctaw Bilingual Education program was begun in 1974 through the funding of Title VII. In the 1975-76 school year, the BECOM program began implementing bilingual education in grades K and 1. ESL instruction under the supervision of BECOM occurs in grades K-3 in each of the 6 BIA operated schools.

A September 1975 census of pupils in the target grades at the six Choctaw schools is provided below.

Choctaw Central

Kindergarten	31
1st Grade	19
2nd Grade	25
3rd Grade	42
Total	117

Conehatta

Kindergarten	21
1st Grade	13
2nd Grade	10
3rd Grade	19
Total	63

Bogue Chitto

Kindergarten	19
1st Grade	14
2nd Grade	9
3rd Grade	12
Total	54

Standing Pine

Kindergarten	6
1st Grade	9
2nd Grade	6
3rd Grade	9
Total	30

Tucker Day School

Kindergarten	11
1st Grade	8
2nd Grade	5
3rd Grade	13
Total	37

Red Water Day School

Kindergarten	8
1st Grade	9
2nd Grade	12
3rd Grade	4
Total	33

TOTAL 334

Philosophy

The Choctaw Bilingual Education Program provides a bilingual curriculum for the Choctaw children which facilitates the child's developmental processes and educational growth in cognitive and affective areas and establishes a mechanism for effective utilization of the child's educational and economic potential.

Choctaw bilingual education is not a remedial or compensatory program. It is a complete educational program with the added enrichment of systematic training in a second language (English).

The educational approach being developed by BECOM for K-3 can be characterized briefly as follows:

READING	Introduction of reading in the first language (Choctaw) until the child reaches his reading grade level, then the introduction of reading in the second language (English).
INTRODUCTION OF OTHER SUBJECTS OR CONTENT AREAS	The home language (Choctaw) will be used as the medium of instruction for other subjects; gradually the second language (English) will be introduced as a medium of instruction.
TEACHING OF THE SECOND LANGUAGE	English will first be introduced as an oral subject in structured and ordered form
TEACHING ROLES AND RESPONSIBILITIES	A team teaching approach is necessary; Choctaw aides, under the supervision of certified teachers, will teach reading and other subjects in Choctaw; teachers will be responsible for teaching English, as well as providing support and guidance to the Choctaw aides and monitoring pupil acticities taking place in Choctaw. (Where the class is headed by Choctaw teacher, the classroom responsibilities will be divided equally).
INTENTION OF PROGRAM	Early education will be in Choctaw; later education will basically be in English, with an allowance for the use of Choctaw as a medium of instruction as needed or desired; full literacy will be developed in both Choctaw and English.

This approach has been locally adapted from a characterization of bilingual education by P. L. Engle in "Language Medium in Early School Years for Minority Language Groups" (Review of Educational Research, Spring 1975, Vol. 45, No. 2, pp 283-325).

Major Goals

The major goals of the BECOM Program parallel the five components outlined by the Title VII guidelines:

A. An Instructional Component which provides for the individual needs of the pupils, using curriculum materials which reflect the cultural and linguistic background of the participants;

B. A Curriculum and Materials Development Component which considers the special interests and needs of the pupils and stresses language and cultural studies as well as the development of positive self-concept;

C. A Management Component which maintains responsibility for implementing and administering bilingual-bicultural programs;

D. A Staff Development Component which encourages continuous teacher-training in bilingual-bicultural education to provide a school program that is viable and relates to the needs of the pupils and the community;

E. A Parent-Community Involvement Component which involves parents and other community members in school related functions of the program.

Objectives for the Choctaw Bilingual Education Program

Long Range (five-year) Objectives

During the course of the existence of the Choctaw Bilingual Education Program the following will be accomplished:

1. Students will demonstrate a significant increase in achievement motivation as registered in teachers ratings and objectives instrument.
2. Students will demonstrate an appreciation of their traditional Choctaw culture and its values.
3. Students will express positive feelings about themselves as registered by BECOM developed instrument.
4. Students will demonstrate an understanding of mainstream American culture and its relevance to their present lives.
5. Students will make significant improvement in their ability to speak fluent Choctaw and to become expressive in it.
6. Students will make significant improvement in their ability to speak fluent English and to become expressive in it.

Note: Since the model upon which the program will be built is a continuous progress one, rate of growth in reading skills will depend to a considerable degree on the developmental profile of each individual. In the case of an ability to read the Choctaw language, contingencies surrounding language difficulty, as yet undetermined, will also influence rate of growth. Minimal mean progress in English language development, however, will be programmed to approximate one year of academic growth for each year of schooling, such growth to be measured by the Reading and Language Subtest of the Metropolitan Achievement Test.

7. Students will develop mastery of the basic literacy skills of decoding and encoding in Choctaw in Grades 1 through 3. This will be defined as:

   a. the ability to read with ease new material at grade level (e.g., reading in content areas, such as social studies, science materials and story books);

   b. the ability to compose and write short, personal notes to friends; and

   c. the ability to read (take information from the printed page at a rate equal to or greater than the normal spoken rate).

   Project staff will develop instruments to determine the above.

Long Range Objectives (con't)

8. Students will enter a program of English reading and writing after mastering the basic literacy skills (see item 7 above).

9. Students will reach grade level within two years after entering the English program and thereafter, will make an average gain of one academic year in grade equivalent scores on the Reading Subtest of the Metropolitan Achievement Test.

10. Students will develop an understanding of the structure of the Choctaw language appropriate to a child in their respective grade level.

11. Seventeen Choctaw teachers' aides within the Choctaw School System will be trained at the program sites. These aides will be trained to:

    a. speak, read and write the Choctaw language, and

    b. conduct the methodologies required for classroom implementation of a bilingual education approach emphasizing cultural equity.

12. Seventeen teachers' aides will obtain college credit for a portion of their work in the BECOM Program during the summer institute and the end of Program Year 1, thus, advancing on the "career ladder", leading to teacher certification.

13. Project staff will complete development and implementation of at least the following curriculum materials in the Choctaw language for use within the Choctaw School System:

    a. a language arts resource book in the Choctaw language;

    b. a handbook for teachers and aides of the Mississippi Choctaw bilingual education program;

    c. a basal reader written in the Choctaw language for the third grade students;

    d. story books using the Choctaw legends written in the Choctaw language for each of the grades;

    e. twenty-five (25) science units written in both languages for grades K-12;

    f. twenty-five (25) social studies units written in both languages for grades K-12;

    g. forty (40) math units written in both languages for grades K-12;

    h. the project staff and teachers will review the various ESL materials and select one or develop a modified version of existing ESL program that will best provide the curriculum need of each grade level in BECOM project.

Long Range Objectives (con't)

i. an up-to-date Choctaw dictionary (Choctaw to English and English to Choctaw) using the different dialects of the Mississippi Choctaw language;

j. a Choctaw culture, history and package of materials for both elementary and secondary level.

14. Project staff will complete development and implementation of at least the following classroom procedures and methodologies for utilization in the Choctaw Bilinqual Education Program;

a. a bilingual approach to language development emphasizing cultural equity,

b. utilization of the language of the students to increase their fluency in both languages (English and Choctaw),

c. utilization of the language of the students to stimulate their fluency in both languages (English and Choctaw).

15. Project staff will increase the involvement of parents and community leaders by developing and offering a program of adult literacy in Choctaws which will enable them to read the following levels:

a. Reading

1. ability to read with ease in each of the two orthographies in current use (school orthography, traditional orthography);

2. ability to read aloud for audiences satisfactorily;

3. ability to use reference materials (e.g., grammar, dictionaries, etc.);

4. ability to use study materials (e.g., English through Choctaw, Choctaw language arts, etc.).

b. Writing

1. ability to write personal letters;

2. ability to keep personal records and notes (e.g., shopping list);

16. Project staff will teach the educators in the Choctaw School System the grammatical differences between the two languages so that they can understand the difficulties the Choctaw speaker finds in English.

17. Project staff will develop an annual orientation and in-service training summer workshop on the Choctaw language for the educators of Choctaw children that will continue after Title VII funding ceases.

Long Range Objectives (con't)

The following chart shows the relationship between the program objectives and the program components.

Component	Program Objectives																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A. INSTRUCTIONAL	x	x	x	x	x	x	x	x			x		x	x			x
B. CURRICULUM AND MATERIALS DEV.	x	x	x	x	x		x	x	x	x			x	x	x		x
C. MANAGEMENT	x	x	x	x	x		x	x	x		x	x	x				x
D. STAFF DEVELOPMENT	x	x	x		x	x	x	x			x	x		x			x
E. PARENT-COMMUNITY INVOLVEMENT		x		x											x	x	x

STRATEGY MODELS

There are two kinds of models that must be distinguished. These are the instructional model and the program model. The instructional model refers to the organization of the bilingual classroom and the materials that are to be utilized in that classroom as well as the role of both the teacher and aide. The program model refers to the longitudinal development of the child as he progresses through the bilingual program.

The instructional model that is advocated by the BECOM program for use in the bilingual classrooms in the Choctaw schools is the Self-contained model. In this model there is one teacher, several bilingual aides, and one class of students in that learning environment. Students receive instruction in all subject matter areas from the teacher and the bilingual aides. The advantage of this model over other models is that it provides a comprehensive bilingual-bicultural education. This model furthermore, takes advantage of the team-teaching approach and the strengths of both the teacher and the bilingual aide. In the Philosophy section of this document an outline of the teaching roles is presented.

The program model for the Choctaw Bilingual Education program is, in effect, four models. These program models coorelate with the grade level of the student in the program: model one is used for kindergarten; model two, for 1st grade; model three, for second grade and model four, for 3rd grade.

Time allotments for linguistic balance vary from the first year to the fourth year. These are based primarily on the predicted level of mastery of the second language. The following chart summarizes the long-range program expectations.

Time alloted by Language of Instruction	Model 1 Kindergarten	Model 2 1st Grade	Model 3 2nd Grade	Model 4 3rd Grade
Choctaw	95%	95%	75%	60%
English	5%	5%	25%	405
(time allotment variation	± 10%)			

RESEARCH AND EVALUATION DESIGN

General Statement of Intent

The research and evaluation design for the Choctaw Bilingual Education Program for 1975-76 provides a unified framework encompassing all components of the bilingual program. The use of one design to evaluate all components of the program will facilitate coordination of efforts in those various components. Additionally, from such a design it will be possible to determine the factors of the components which are most effective in achieving the desired program goals.

As the Choctaw Bilingual Education Program serves all children in grades K-3 in the Choctaw schools, the use of comparisons between populations as an evaluation design is precluded. Therefore, the primary focus of the design must be one which will (a) determine the setting in which bilingual education occurs, (b) describe the participants of the program, (c) determine the progress of each component of the program, (d) determine the effectiveness of each component in causing bilingual education to happen in the Choctaw schools, and (e) determine the accomplishments of the participants and the entire program.

Due to the nature of the Choctaw Bilingual Education Program and its relationship to the Choctaw schools, the information that is derived by implementing this evaluation design will be utilized not only in the planning and development of the Choctaw Bilingual Education Program, but also will be made available to the proper school officials so that institutional changes may be accomplished which will facilitate teaching and learning in the schools.

In order to accomplish these comprehensive evaluation and reporting tasks, it will be necessary to measure a variety of variables in all schools. Variables which will be measures in the schools are: academic achievment (MAT), self-concept, language dominance, Oral English Proficiency, and other variables measured by classroom observation and management questionaires.

To develop the proper training program it will be necessary to investigate teachers' and aides' classroom and professional skills in bilingual methodologies. Furthermore, an evaluation of the BECOM developed materials will be utilized to provide feedback to program developers as to the efficacy of the materials.

As the Choctaw Bilingual Education Program is developing its evaluation component as the other components are being developed, the evaluation component must determine the most efficient methods and instruments for use in determining the accomplishments of the program as well as for providing input into program development. Thus, much of the evaluation effort will be given to the development of evaluation instruments.

The following questions will guide the development of the evaluation instruments, for these questions guided the determination of the evaluation tasks to be accomplished.

1. What is the setting for Choctaw Bilingual Education?
2. What professional shills are necessary for teachers and aides to implement bilingual education and to what degree do teachers possess these skills?
3. What instructional activities are the most effective in accomplishing Choctaw bilingual education?
4. What is the status of language parity and its relationship to school achievment and/or self-concept?
5. Do children in Choctaw bilingual classrooms show improvement in content areas, ESL and the affective areas?
6. Are parenta aware of and involved in bilingual education?

Specific Areas of Research and Evaluation

Three major areas of research and evaluation are envisioned. For each of these, available instruments for use will be reviewed and if necessary local instruments developed.

Area I: English as a Second Language

Area II: Survey of Existing Educational Conditions

Area III: Overall Program Evaluation

Area I: English as a Second Language.

To provide the necessary background for the development and implementation of the ESL program, it is necessary to assess the current English levels and language dominance of the pupils in grades K-3.

Oral English Proficiency. The CORE Esl materials were selected for use in oral English instruction and a test of Oral English Proficiency is necessary for the determination of the beginning levels of instruction. The instrument to be used here must be comprehensive and provide for a measurement of the proficiency in the English structures that are to be covered in the ESL program. The oral English proficiency screening and normative tables will be completed and input into the ESL program for prescriptive use by the end of the year.

Language Dominance. The overall goal here is to have by the end of the year both an objective instrument to use to measure language dominance and a subjective measure for use by the teachers in assessing the child's language dominance. The objective measure must be easily administered in just a few minuted by the evaluation staff, while the subjective measure must be clearly designed to allow the teachers to accurately and reliably measure the child's language dominance. The procedure will be to administer both the objective and subjective measures to the pupils and to determine which measures with suitable accuracy the child's language dominance. The most suitable measure will be used in future years. Once the objective rating has been completed, normative data will be collected and normative tables prepared. By the end of the year, then, a brief, workable, reliable measure of language dominance will be completed for teacher use.

The following is a tentative calendar for the completion of the evaluation tasks in Area I.

September - Devise Subjective Language Dominance Assessment instrument, distribute (with instructions) to teachers and aides for completion and return by Oct 15.

October - Develop Objective Language Dominance instrument, review available Oral English Proficienct tests and select appropriate instrument.

November - Test Objective Language Dominance instrument with 30 kindergarten pupils at Choctaw Central
Begin administration of Oral English Proficiency instrument to all children K-3.

December - Complete administration of Oral English Proficiency Test,
Administer Language Dominance Test

January - Analyze results from the above three measures

February - Report results in terms of coorelations and descriptive summaries to BECOM

Area II: Survey of Existing Educational Conditions.

As much od the assessment of the accomplishments of the BECOM program will result from the evaluation of the longitudinal gains of the pupils, it is necessary that baseline data be collected in school year 75-76.

Baseline data must be collected in the following areas: math (at each grade), reading (at each grade level, in both Choctaw and English), oral English (at each grade level),self-concept (at each grade level) and other baseline data as may be requested by the program director.

This baseline data furthermore, will be utilized for the determination of the progress of the Bilingual Education Program during the year 75-76. A tentative schedule for the collection of that data is presented in the Overall Program Evaluation, Area III.

Area III: Overall Program Evaluation.

Since the thrust of the evaluation for the BECOM program is dual, it will be necessary to provide for an evaluation that assesses the accomplishments of the program while providing the program developers with the necessary formative data for the development and refinement of the program. To accomplish this task the program evaluation will ask and answer a series of research questions. A multivariate analysis of the results from that questioning will provide evidence as to the effectiveness of certain aspects of the program (for refinemcnt)

as well as providing input into the developemtn for future aspects of the program.

Tables I - V are the tentative timetables for overall program evaluation.

1.0 Instructional Component

	Research Question	Data Source/ Population	Instrument or Method	Interval & No. of Measures	Time of Measure	Person Responsible	Method of Data Analysis
1.1	Do children in bilingual classes show improvement in Choctaw reading?	All Children in grades K, 1, and 2	BECOM Criterion Referenced Test (Choctaw)	12 month interval between 2 measures	May,76 May, 77	Evaluator & Bilingual Aides	ANOVAR
1.2	Do children in bilingual classes show improvement in arithmetic skills?	All children in target bilingual classes	Metropolitan Achievment Tests & Criterion Referenced Test (K,1) (Choctaw)	Beginning and end of year	Pre-test Oct 75 Post-test April 76	Evaluator, Teachers & Aides	ANOVAR
1.3	Do children in bilingual classes show improvement in Oral English Proficiency?	All children in target bilingual classes	SWCEL Test of Oral English Proficiency & Criterion Referenced Tests	12 month interval continuous	Nov 75 after each CORE unit	Evaluator & ESL Specialist ESL Specialist & Teacher	ANOVAR Progress reports to BECOM
1.4	Do children in bilingual classes show improvement in Choctaw language skills?	same as 1.3	subjective assessment	twice during the year	Sept 75 May 76	Bilingual Aides	ANOVAR
1.5	Do children in bilingual classes show improvement in writing skills?	all children in grade 1	BECOM Writing Checklist	twice during the year	Dec 75 April 76	Bilingual Aides	ANOVAR
1.6	Do children in bilingual classes show improvement in the following affective areas: 1.6a) Self-Concept 1.6b) Attitudes toward Choctaw and Anglo culture	same as 1.3	1.6a) BECOM Self-concept Inventory (Choctaw) 1.6b) Cross Cultural Attitude Inventory	once a year for each	Feb 76	Evaluator	ANOVAR

TABLE I

2.0 Curriculum and Materials Development Component

	Research Question	Data Source/ Population	Instrument or Method	Interval & No. of Measures	Time of Measure	Person Responsible	Method of Data Analysis
2.1	Are materials being developed for bilingual classes?	BECOM Staff	Process Checklist (Informal Assessment)	continuous	monthly report to Director	Materials Developers	Descriptive Summary
2.2	Are materials being acquired and adapted; supportive materials being developed in classrooms?	BECOM Staff & Bilingual Aides	Materials Request Form (Informal Assessment)	continuous	monthly report to Director	Materials Developers	Descriptive Summary
2.3	Are materials being evaluated and revised?	BECOM Staff	Materials Evaluation Form	twice a year	Nov 75 April 76	Materials Developers	Descriptive Summary
2.4	Is information of the bilingual program being disseminated to schools?	10 randomly selected school officials	Informal Assessment	at end of year	May 76	Program Director	Descriptive Summary

TABLE II

3.0 Management Component

	Research Question	Data Source/ Population	Instrument or Method	Interval & No. of Measures	Time of Measure	Person Responsible	Method of Data Analysis
3.1	Is an effective training program being conducted to insure the proper implementation of the bilingual program?	Teachers, Aides, Program Staff	Formative evaluation from 2.0	once a year	June 76	Evaluator & Director	Descriptive Summary
3.2	In an effective bilingual education program being conducted?	Teachers, Aides, Advisory Board, Staff, data from 2.0	Formative evaluation	Once a year	June 76	Evaluator & Director	Descriptive Summary

TABLE III

4.0 Staff Development

Research Question	Data Source/ Population	Instrument or Method	Interval & No. of Measure	Time of Measure	Person Responsibile	Method of Data Analysis
4.1 Do teachers in bilingual program show positive attitudes toward the objectives of the bilingual program?	All K-3 Teachers in Choctaw Schools	BECOM Observation Checklist (Teacher)	once a year	May 76	BECOM Staff	Descriptive Summary
4.2 Do the aides in the bilingual program show positive attitudes toward the objectives of the bilingual program?	All Bilingual Aides	BECOM Observation Checklist (Aide)	once a year	May 76	BECOM Staff	Descriptive Summary
4.3 Do teachers possess necessary ESL teaching skills?	All K-3 Teachers in Choctaw Schools	BECOM ESL Checklist	monthly	monthly	ESL Specialist	Descriptive Summary
4.4 Do aides possess necessary bilingual classroom and professional skills?	All Bilingual Aides	BECOM Skills Checklist (self-observation)	once a year	May 76	BECOM staff, aides, teachers	Descriptive Summary
4.5 Do teachers understand their role in a bilingual classroom.	same as 4.1	same as 4.1	once a year	May 76	BECOM staff	Descriptive Summary
4.6 Do aides understand their role in a bilingual classroom?	same as 4.2	same as 4.2	once a year	May 76	BECOM staff	Descriptive Summary
4.7 Do BECOM para-professionals possess necessary professional skills?	all BECOM para-professionals	BECOM skills ckecklist	twice a year	Nov 75 May 76	BECOM staff	Descriptive Summary

TABLE IV

5.0 Parent - Community Involvement

	Research Question	Data Source/ Population	Instrument or Method	Interval & No. of Measure	Time of Measure	Person Responsible	Method of Data Analysis
5.1	Is an Advisory Board organized for the Choctaw Bilingual Program?	10 Parents	Parent Advisory Board Meetings	Organize in July	July 75	Director	Descriptive Summary
5.2	Are parents being involved in school related activities?	Aides	Informal Assessment	continuous	Oct 75 Dec 75 Feb 76 Apr 76	Aides	Descriptive Summary
5.3	Are parents and community being informed as to the bilingual curriculum and its relation to their children and the community?	Community Development Clubs & School Board	Informal Assessment	Continuous	CDC Meetings CBE Meetings	BECOM Staff	Descriptive Summary
5.4	Are community members utilized in curriculum development?	Program Staff	Informal Assessment	continuous	continuous	Evaluator	Descriptive Summary

TABLE V

INSTRUMENTS

All instruments developed by the BECOM program for evaluation purposes will be completed and tested two weeks prior to implementation. Copies of those instruments will accompany any reports reflecting their use and are available upon request from the BECOM program.